



## Report on Diversity Activities January 2004

### Summary

In the last three years, the Evans School Community has worked hard to create a new climate for discussions of diversity issues within the school. Our goal is to prepare our students for work in their communities and in the public and non-profit sectors. To that end, we have worked to create a school environment that encourages people to share, learn, and to disagree about aspects of diversity without fear and with growing competence. We continue to work to integrate issues of diversity into curriculum and to improve the skills of students and instructors to create constructive dialogue. This report describes some of the activities and outcomes at the Evans School over the past few years. We are excited to continue our growth in this area.

- **Held School-wide discussions on Diversity.** Over 100 people came together in each of the last 3 years, at small potlucks to discuss how the Evans School could incorporate issues of diversity into our school and curriculum.
- **Developed school working definition of diversity.** The Evans School community crafted a broad definition of diversity that includes categories that have historically been associated with privilege or discrimination (e.g., race, gender, class, religion, sexual orientation, disability) and other kinds of differences such as political ideology and geographic origin.
- **Created new teaching case studies.** With help from a Ford Foundation grant we are creating a portfolio of 15 teaching case studies designed to integrate discussions of diversity into our core public affairs curriculum.
- **Held workshops for Students and Instructors.** We have held teaching workshops each year for our faculty, incorporated diversity activities into our student orientation, and collaborated with our students to hold student activities.
- **Implemented Outcome measures.** We have added measures of the quality of our diversity discussions and efforts to our course evaluations and our annual student climate survey. We use these measures to assess our success.
- **Worked to increase representation of people of color among our students, faculty, and staff.** We have used resources from GO-MAP and our school endowment to increase diversity among our students. We have worked to increase diversity among our tenure-track and practitioner faculty, and our staff.

## **Discussions on Diversity: Bringing the Evans School Community Together**

Beginning in Autumn 2001, Evans School students, faculty, and staff were invited to participate in small potlucks to discuss diversity issues at the Evans School. Our hope was that meeting in a home, sharing food, and working with a small group of people will induce a richer exchange of ideas and a greater opportunity for learning about what is important to other members of the Evans School community.

In each of the first two years, over 100 people signed up for the potluck and attended one of 10-12 potlucks held in homes. [This year's potlucks are currently being held.] Each potluck group was asked to address specific questions and to document their discussion. After the potlucks, the notes were synthesized and results shared with the Evans School community. The results of these potlucks have spawned many changes in the school. In addition, the potlucks seem to have given people permission to openly discuss diversity issues. [Please see Appendix A and B for copies of the reports from the potlucks.]

In the first year, the potlucks were asked to help develop our working definition of diversity by addressing these questions:

- *What does "diversity" mean to you?*
- *How should the Evans School incorporate diversity?*
- *What are three or four measurable indicators or outcomes that could be used to assess the Evans School's progress in areas of diversity?*

The second year potlucks focused on learning outcomes and classroom environment:

- *What do Evans students need to know about diversity to be effective in the workplace?*
- *Where would these skills and knowledge fit in our curriculum?*
- *What are the most effective tools for teaching and learning about these skills and knowledge*

Many people enjoyed the structure of the potlucks and recommended that it be replicated in the future. The small group size, mix of people who did not normally interact, and home setting seemed most important to people. Many appreciated the opportunity to focus on diversity issues more fully than they had in other settings.

Most importantly, the potlucks and the resulting summary reports have created new energy and a mandate for action within all sectors of the Evans community. Prior to the potlucks, the school lacked any consensus on how to define diversity or how to get beyond polarizing discussions of affirmative action. Since the potlucks, we have had nearly universal participation in activities. Our current challenge is to maintain momentum in creating constructive dialogue and action.

The Evans Diversity Committee, chaired by the Director of Graduate Studies, is a permanent standing committee comprised of faculty, students and staff. Charged with improving the infrastructure that supports an Evans School environment encouraging people to share, teach, and learn about many aspects of diversity. The committee is moving to institutionalize this work and to further improve the Evans School environment. We believe that these same activities that will better prepare all students for public service in a diverse world will also help us to recruit and retain minority and underrepresented students. The committee sponsors the Discussion on Diversity potlucks, instructor workshops, and works with the Directors of Admissions and Career Services to ensure comprehensive action on related diversity initiatives.

The diversity committee has worked closely with The Partnership for Cultural Diversity, a student group dedicated to facilitating discussion of diversity issues and to making the Evans School community work for all students. The group has hosted social events, panel discussions on domestic and international diversity, and an anti-oppression workshop.

### **A Working Definition of Diversity: Creating a Foundation**

Our working definition of diversity was developed as part of the initial potluck Discussions on Diversity.

*"The Evans School should use a broad definition of diversity that includes categories that have historically been associated with privilege or discrimination (e.g., race, gender, class, religion, sexual orientation, disability) and other kinds of differences such as political ideology, work experience, and geographic origin."*

Having a working definition in hand allowed us to move beyond debates about the centrality of race, the tensions of domestic versus international diversity, and the importance of diversity in political ideology. These issues are still salient and constitute an important part of our discussions. However, adopting the definition that acknowledges the tensions allows us to take action and not remain stuck in that definition debate.

### **Curriculum and Teaching Materials**

Early discussion surfaced the need to integrate discussions of diversity into the core curriculum of The Evans School. As a professional masters degree program, we have a strong required core curriculum that provides students with skills and knowledge of management, analysis, and public and non-profit institutions. Integration of a wide variety of diversity discussions into our core will allow students to leave our programs with the skills they will need to confront the conflicts and confusions inherent in working for the public good.

To effectively incorporate these discussions requires good teaching materials and instructors and students prepared to participate in difficult discussions across many personal and political divisions. To that end, we secured a three-year grant from the Ford Foundation to create up-to-date teaching case studies for our core course. [A teaching case is the distillation of information about a specific management or analysis situation. It allows students to sit within a messy decision-making process and allows instructors to guide students through that process.]

The grant provides resources to create a portfolio of 12 to 15 new teaching cases that will be used in core public affairs courses. These will allow students to experience a broad spectrum of diversity scenarios to hone their ability to understand and respond to differences in their work and community lives. We are currently in the second year of the grant and have funded 9 case studies (still in progress). We hope to begin using these cases next fall. [Appendix C gives descriptions for the cases we have funded.]

Currently the Evans School offers students a variety of courses designed to focus more specifically on topics of diversity:

- Race and Public Policy
- Gender, Power and Political Leadership
- Tribal Sovereignty and Public Policy
- Women, Work, and Public Policy
- Sexual Orientation and Public Policy
- Managing a Diverse Workforce
- Cross Cultural Communication
- Learning, Leadership, and Diversity
- Leadership in a Cultural Context
- Tribal Sovereignty in the 21<sup>st</sup> Century

### **Preparing the Participants: Workshops for Instructors and Students**

The notion of “diversity” is weighty, contested, contentious, and historically volatile. As a school of public affairs, the Evans School has a special responsibility to model institutional integrity and to prepare students to act with integrity in their work and communities. As described above, discussions of difficult issues can only create positive constructive change if the participants have the skills to navigate these discussions.

In each of the past two years, we have held instructor workshops to help teachers feel prepared and confident in their abilities to design and lead constructive discussions on diversity.

For the 2002 workshop, we used a case study about an instructor leading a somewhat contentious discussion in which race was unexpectedly interjected by

a student of color (written by the head of our case study program). Almost all of our regular instructors participated in the discussions of how to respond and lead (and in the future prepare for) those discussions.

The 2003 workshop allowed instructors to brainstorm classroom solutions to difficulties they have had in incorporating discussions of diversity. Perhaps most valuable has been having the venue for instructors to come together to share concerns and learning for this new kind of teaching challenge.

In addition, the Ford Foundation grant will allow us to convene a national group of experts on diversity teaching in public affairs curriculum. We plan to have a multi-day workshop in summer 2005 that brings these experts together with faculty from the Evans School and other schools to help us learn to effectively incorporate discussions of diversity into our curriculum.

As mentioned above, the student group, Partnership for Cultural Diversity (PCD) has worked to generate opportunities for students to learn outside of the classroom. In winter of 2003, Partnership for Cultural Diversity sponsored a daylong anti-racism workshop attended by students, faculty, and staff. PCD meets monthly during the academic year to discuss school improvements.

In response to feedback from the Discussions on Diversity, we also integrated discussion of diversity skills and cross-cultural communication into our new student orientation. Beginning in September 2002 we provided new students the opportunity for small group discussions on diversity. We believe that this sets up the expectation that diversity issues are discussed at our school widely and respectfully.

### **Measuring our Progress: Outcome Measures**

As part of our initial Discussions on Diversity we asked the Evans Community to develop ideas for measuring the progress in our efforts to improve the quality of diversity discussions in The Evans School. As a result of that feedback, we immediately added questions on these issues to our course evaluation form (used in all Evans courses) and to our annual Student Climate Survey.

In our course evaluation we ask:

- *How comfortable are students in expressing opinions in class?*
- *Were multiple perspectives represented in discussions and readings?*
- *How effective was the instructor in bringing in diversity issues?*

The table below shows the average responses (on a 5 point scale) to these (and as a baseline all evaluation questions) for all course taught in the last 2 years.

Students are giving relatively high marks on “comfort expressing opinions”, mid-range marks on “multiple perspectives in discussions and readings”, and low

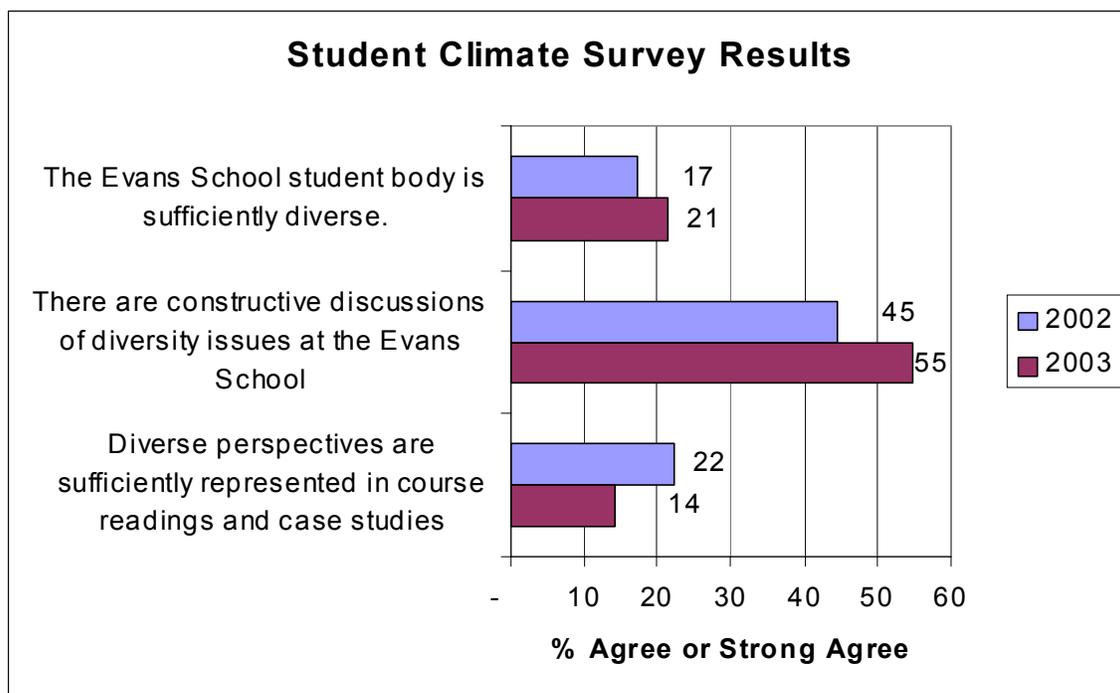
marks on “effectiveness in bringing diversity issues”. These results show individual instructors and the school as a whole where we need to focus to improve the students’ classroom experience.

<b>Student Evaluations of all courses Spring 2002 to Winter 2003</b>			
	N	Mean	SD
<b>Amount you learned</b>	1893	4.13	0.80
<b>Value of course material in future</b>	1885	4.23	0.85
<b>Clarity of course objectives</b>	1886	4.17	0.85
<b>Course organization</b>	1888	4.13	0.90
<b>Effectiveness of readings and other materials</b>	1851	3.87	0.98
<b>Effectiveness of evaluative tools</b>	1783	3.97	0.92
<b>Instructor effectiveness</b>	1882	4.33	0.82
<b>Instructor s use of time</b>	1884	4.22	0.88
<b>Interest generated by instructor</b>	1880	4.28	0.88
<b>Clarity of instructor presentations and lectures</b>	1870	4.22	0.88
<b>Instructor effectiveness as discussion leader</b>	1842	4.24	0.92
<b>Instructor interest in student learning</b>	1857	4.53	0.69
<b>Instructor responsiveness to student questions</b>	1857	4.63	0.65
<b>Instructor openness to student views and input</b>	1849	4.60	0.69
<b>Instructor helpfulness after class</b>	1574	4.45	0.78
<b>Instructor feedback on assignments</b>	1658	4.05	1.01
<b>Student comfort expressing opinions</b>	1813	4.44	0.78
<b>Multiple perspectives in discussions and readings</b>	1735	4.08	0.96
<b>Effectiveness in bringing diversity issues to course</b>	1612	3.77	1.12
<b>Teaching assistant</b>	500	3.87	1.18

### Student Climate Survey

In the past two years, the Evans School has surveyed all current students to assess the quality of their experiences beyond the classroom. In addition to asking about specific student services (e.g., student advising, career services), we have asked about diversity.

The table below compares student responses for spring 2002 and spring 2003. Relatively few students believe that the student body is sufficiently diverse or that diverse perspectives are sufficiently represented in readings and cases. About half of students believe that we are having constructive discussions about diversity. This increased between 2002 and 2003.



Overall, we use these measures from the course evaluations and student climate survey, in combination with more traditional measures of faculty, staff, and student representation, to assess our progress and guide our future efforts.

### **Who's at the Table?: Working to Increase representation of people of color among students, faculty, and staff**

In recent years, the Evans School has worked hard to increase representation of people of color among students, faculty, and staff. To recruit students, we have greatly appreciated the resources of GO-MAP and have heavily drawn on fellowship support from the Evans School endowment. We are currently working to increase the information we have about how we can effectively increase the diversity of the pool of applicants to our school by strategically using our recruitment and marketing resources.

In the past two years, we have worked hard to recruit faculty of color for tenure-track and practitioner faculty positions. We believe that it's critically important for students to be led by a wide variety of instructors. Given the lack of salary resources, dearth of faculty slots, and our geographic locality, it has been difficult to make significant progress. However, we remain committed to this and hope to have 1 or 2 new tenure-track faculty of color for next year. The Evans School has also worked hard to recruit people of color for staff positions. Given that we are a small school with a limited number of hiring opportunities it remains a challenge.

## Appendix A: Discussions on Diversity Potluck Report 2001



## Evans School Discussions on Diversity Report 2001

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**DIVERSITY** (n.) ~ dih *vuhr* sE ti ~ the condition or quality of being diverse, different, or varied; difference, unlikeness (Oxford English Dictionary)

This report summarizes the results of the Evans School Discussions on Diversity held in November 2001.

### Executive Summary

#### The Process:

- Students, Faculty, and Staff were invited to participate in the Potlucks by email and through announcements in classes and the faculty meeting.
- Over 100 people attended 11 potlucks held in the last week of November
- Participants were asked to address three questions about diversity and the Evans School.
- The notes from the potlucks were read by a group of students from Partnership for Cultural Diversity who met to identify common themes and important ideas.
- Many participants enjoyed the format of the potlucks because it gave them the opportunity to meet informally with others they would not have otherwise interacted with.

#### The Results:

##### *What does diversity mean to you?*

- Participants felt that the Evans School should use a broad definition of diversity that includes categories that have historically been associated with privilege or discrimination (e.g., race, gender, class, religion, sexual orientation, disability) and other kinds of differences such as political ideology, work experience, and geographic origin.
- International diversity and issues specific to the United States are both important to participants.

##### *How should the Evans School incorporate Diversity?*

- Participants felt that that the school should create an environment that encourages people to share, learn, and to disagree about aspects of diversity without fear. They asked for an environment in which students would not have to speak as a sole representative of an entire population of people.
- Diversity is “more than bodies at the school” but having more students, faculty, and staff from minority and underserved communities is important. Participants also wanted more interaction with Humphrey and Population fellows.
- Participants wanted more materials that grapple with diversity issues in core courses, as well as more elective courses, workshops, and information about offerings in other UW schools. Opportunities to work with underserved communities through internships, degree projects, or other types of service learning were suggested.

##### *What are measurable indicators or outcomes that could be used to assess the Evans School's progress in areas of diversity?*

- **A number of groups suggested that we add one or more questions about the class environment or diversity content be added to course evaluations. Assessment of the school environment and services (beyond individual courses) could include measures related to the environment.**
- **Some groups thought that the number of students, staff, and faculty from minority communities should serve as outcome measures.**
- **Another possible indicator is the number of Evans school projects (or proportion of students) working closely with minority or underserved communities.**

## The Process:

Students, faculty, and staff were invited to participate in small potlucks and to discuss diversity issues at the Evans School. This initial invitation was issued via email and announced in a variety of courses:

*“The Evans School Diversity Committee is looking for members of the Evans School community to volunteer as hosts or to attend shared meals. Volunteers will be organized into potluck groups for specific dates, and each participant will be asked to contribute to the meal. In addition to eating and informal discussion, each group will grapple with various discussion questions and produce a summary of their collective thoughts. Some groups may choose to meet again throughout the year to continue their conversation.*

*Our hope is that these dinners will spark interesting thought, serious discussion, personal understanding, and new friendships (and food preferences). We hope that meeting in a home, sharing food, and working with a small group of people will induce a richer exchange of ideas and a greater opportunity for learning about what is important to other members of the Evans School community.*

*After the potlucks take place, group summaries will be synthesized and results will be shared with the faculty, staff, and students. We hope that this will provide the Evans School with a common understanding of the issue of diversity that will serve as a solid foundation upon which to build.”*

Over one hundred people signed up for the potlucks indicating their preferences for one of 4 possible days (3 dinners and 1 brunch) and their willingness to host a potluck. People were organized into 11 potlucks with 10 to 12 people in each. We tried to ensure that each potluck had a mix of students, faculty, and staff; first and second year students; people of color, international students, and others; and any other factors we could identify.<sup>1</sup>

The Potlucks were asked to address these questions:

- *What does “diversity” mean to you?*
- *How should the Evans School incorporate diversity?*
- *What are three or four measurable indicators or outcomes that could be used to assess the Evans School’s progress in areas of diversity?*

Each potluck had an assigned facilitator who was responsible for starting the discussion and picking a recorder.<sup>2</sup> The recorders submitted notes summarizing the potluck discussion.

Later, nine members of the Partnership for Cultural Diversity each read notes from 3 potlucks and met to discuss themes that emerged from the potlucks.

<sup>1</sup> More first year students attended than second years—perhaps because we were able to attend a seminar mandatory for all first year traditional program students.

<sup>2</sup> Each facilitator received a handout with the discussion questions and suggestions for leading the discussion.

Many people enjoyed the structure of the potlucks and recommended that it be replicated in the future. The small group size, mix of people who did not normally interact, and home setting seemed most important to people. Many appreciated the opportunity to focus on diversity issues more fully than they had in other settings. In future years, the mix of participants could be broadened with more effort to reach second year students, Evening degree students, staff, and Humphrey and Population fellows. Some people have also suggested setting up multiple meetings for the same potluck groups or providing readings for preparation prior to the potlucks.

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## **The Results:**

The notes from each of the potlucks reflected serious and wide-ranging discussion. Many of the potlucks touched on similar issues, though there was also wide variation in the ideas and suggestions.

### ***What does diversity mean to you?***

*Participants felt that the Evans School should use a broad definition of diversity that includes categories that have historically been associated with privilege or discrimination (e.g., race, gender, class, religion, sexual orientation, disability) and other kinds of differences such as political ideology, work experience, and geographic origin.*

*“Diversity can be categorized in a gazillion different ways, but what I feel most strongly about are underserved communities.”*

### **International diversity and issues specific to the United States are both important to participants.**

Most potlucks took a very broad view of diversity including the categories usually used in the US--race, gender, class, religion, sexual orientation, disability—but also including international aspects and diversity of political views. Some groups felt the importance of distinguishing between differences that were historically linked to social and economic discrimination and those that were less broadly used as markers of privilege.

Many groups noted a perceived lack of diversity of political perspectives in courses and felt that they needed to understand and learn to respond to disparate beliefs in order to be prepared for their work. Here, as with other differences, students asked for more emphasis on creating a classroom that (as the Evans mission statement suggests) “promotes thoughtful, civil, public deliberation.”

Overall, potluck participants seemed less interested in creating a consensus definition of diversity and more interested in talking about what the Evans School could do to create an environment supportive of the discussion of diversity and of the training of students, faculty, and staff to work in a complex and varied communities.

## *How should the Evans School incorporate Diversity?*

Participants felt that that the school should create an environment that encourages people to share, learn, and to disagree about aspects of diversity without fear. They asked for an environment in which students would not have to speak as a sole representative of an entire population of people.

**Diversity is “more than bodies at the school” but having more students, faculty, and staff from minority and underserved communities is important. Participants also wanted more interaction with Humphrey and Population fellows.**

*“Diversity is more than simply filling a certain number of seats with the ‘right’ kind of people. It is a communal mindset.”*

Participants wanted more opportunity to grapple with diversity issues in core courses, as well as more elective courses, workshops, and information about offerings in other UW schools. Opportunities to work with underserved communities through internships, degree projects, or other types of service learning were suggested.

### **Recruitment—**

Although diversity isn’t only “about bodies” most groups felt that the Evans School should continue to work to recruit more minority students, faculty, and staff and those with experience working in minority communities. Groups put most emphasis on drawing more people of color and more people from lower socio-economic backgrounds.

### **School and Classroom Environment—**

Every group discussed the need for a classroom and school environment that encourages open discussion of diversity issues. Groups identified responsibilities of both students and faculty required to create this environment and suggestions for facilitating those responsibilities.

**Students** need the skills and motivation to address diversity issues. Groups suggested that all students need to take responsibility for bringing up diversity issues in the classroom—we cannot assume that only minority community members have a responsibility to initiate these discussions or to be knowledgeable about these issues.

*“We’ve always been taught that it’s not okay to disagree, but it is, and it should be something that is fostered at the Evans School.”*

Students could gain communication skills through team-building or cross-cultural communication exercises. For example, these could be incorporated into orientation or in skills workshops (like Elizabeth Mitchell’s cross-cultural communication workshop).

**Faculty** need to take responsibility for fostering a classroom where students can safely learn and learn to disagree. Students felt that faculty needed to be able to set clear ground rules and to effectively facilitate difficult discussions. They also felt that instructors must be willing to bring less popular views into the discussion if students do not. Participants asked faculty to bring in outside speakers to ensure that members of underserved communities are represented in the classroom.

Groups also suggested that students could better practice communication skills if they were randomly assigned to small groups in courses in order to move people to interact with those they would not naturally gravitate toward.

### **Curriculum—**

Potluck participants asked for more opportunities to learn about diversity issues inside and outside of the classroom. [Some of these suggestions came from first year students who had not yet taken most of the core courses, but second year students also endorsed most of these.]

*“Diversity shouldn’t be a section in a class or a class itself, it should be a part of what is being taught.”*

There were widespread requests for more chances to incorporate discussion of diversity issues in core courses through case studies or other materials. Students also asked for other types of courses (skills workshops or electives) and for more information on relevant courses in other UW departments. Several groups asked for more opportunities to learn through community service within internships, degree projects, or in additional service learning projects.

**Other issues—**

Many groups suggested that interaction between Humphrey and Population Fellows and other students should be increased.

A number of groups also felt that a statement on diversity should be added to the Evans School mission statement and be highlighted on the School's web site and brochures.

***What are measurable indicators or outcomes that could be used to assess the Evans School's progress in areas of diversity?***

**A number of groups suggested that we add one or more questions about the class environment or diversity content to course evaluations.**

**Assessment of the school environment and services (beyond individual courses) could include measures related to the environment regarding diversity issues.**

**Some groups thought that the number of students, staff, and faculty from minority communities should serve as outcome measures.**

**Another possible indicator is the number of Evans school projects (or proportion of students) working closely with minority or underserved communities.**

Many groups did not have enough time to address the issue of measurable indicators and most focused more on policies than on outcomes per se. However, groups identified a number of good potential indicators.

Several groups suggested adding questions on diversity to the course evaluations filled out by students. Potential questions are:

- How comfortable did you feel expressing your views and opinions in the class?
- To what degree do you feel that minority opinions were represented in the class discussion and readings?

The construction of these questions could be part of a redesign process for the evaluation form to ensure that the form is not too long or repetitive.

Many of the potluck suggestions encompassed elements that went beyond the boundaries of a single course, which suggests a more global measure of successful implement is important. The Evans School could develop a student survey that asks about the broader Evans School environment (including diversity issues).

Most potlucks did think that the number of students, faculty and staff from various minority communities is an important indicator of the environment for diversity. The number of projects targeted toward underserved populations and minority communities could also serve as a measure of the success of Evans school in working towards its mission.

## Appendix B: Discussions on Diversity Potluck Report 2002



## Evans School Discussions on Diversity Summary of Discussions November 2002

**DIVERSITY** (n.) ~ dih vuhr sE ti ~ the condition or quality of being diverse, different, or varied; difference, unlikeness (Oxford English Dictionary)

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The Evans School Discussions on Diversity brought together about 100 students, staff, and faculty to learn from each other and to continue the dialogue on diversity in our school. The community members met in homes for potluck meals and focused discussion. Our hope is that small discussion groups allowed for richer exchange of ideas and a greater opportunity for learning about what is important to members of the Evans School community.

After the potlucks, volunteers read the summary notes from the discussions and met to synthesize and summarize the ideas. We hope that this will provide the Evans School with a new ideas and continued support for future discussions and actions.

In the 2001 Discussions on Diversity, we asked the Evans Community to develop a definition of diversity for us to work from. Participants felt that the Evans School should use a broad definition of diversity that includes categories that have historically been associated with privilege or discrimination (e.g., race, gender, class, religion, sexual orientation, disability) and other kinds of differences such as political ideology and geographic origin.

This year, we asked participants to address three questions of implementation:

- What do Evans students need to know about diversity to be effective in the workplace?
- Where would these skills and knowledge fit in our curriculum?
- What are the most effective tools for teaching and learning about these skills and knowledge?

We hope that the responses and ideas generated by potluck participants will generate a lively discussion as well as thoughtful actions within classes, the greater Evans community, and beyond).

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## What do Evans students need to know about diversity to be effective in the workplace?

→ Students need to develop knowledge of their own perspectives and the skill of envisioning situations through the eyes of others with very different perspectives.

→ Evans students need the skills to communicate with across cultural and social barriers. Skills in cross-cultural communication, facilitation, and negotiation are crucial to working across differences.

*“The strength of the workplace of tomorrow involves diversity in thought, ideas, and approaches, and the person who can work best with different people will be most successful.”*

→ They need to have knowledge of models and best practices of working with diverse workforces, diverse clients or stakeholders, and of organizational responses to diversity ranging from hiring token workers to full integration in decision-making and management.

→ Evans School students and instructors need to understand that diversity issues usually invoke strong emotions. We all need to have the skills and experience to work with those emotions in ourselves and others in the classroom and workplace.

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### Where would these skills and knowledge fit in our curriculum?

→ Many potlucks mentioned the need to integrate appropriate diversity skills and knowledge into all courses.

*“It is teachable, daily in classes and could be in every class.”*

→ Participants felt there were important opportunities to integrate materials on diversity into Evans Core courses in Public Management, The Foundations of American Democracy, and Quantitative Methods.

→ Many potlucks discussed the need for students to take courses in cross-cultural communication, negotiation/mediation, conflict resolution, or facilitation in order to gain skills useful to working in and with diverse communities. Some suggested that this material should be required of all students.

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### What are the most effective tools for teaching and learning these skills and knowledge?

→ Students need to have opportunities for interactions with people from varied perspectives, communities, and backgrounds. In addition to drawing on diversity

within the students and faculty, these opportunities should come through course instructors, guest speakers, service-learning opportunities, and internships.

→ We need to create a school environment that encourages all participants to participate and learn. The atmosphere must invite open dialogue and must not discourage constructive conflict.

*“The classroom environment should be safe for a diversity of views (but the standards for defending views with critical documentation and analysis should be high).”*

→ Instructors can encourage constructive debate through role-playing, organized debates, or by facilitating email-based discussion. Early engagement may encourage students to voice a wider variety of opinions later in year.

→ Using a variety of communication and teaching modes can allow for wider-participation by students. Using small groups may be especially important in grappling with emotion-laden issues.

*“Don’t attempt to avoid emotional responses in school... There will be emotional responses in the workplace.”*

→ Case studies can be an effective vehicle for sparking discussion of race and other diversity issues. However, instructors will often need to provide strong leadership in bringing up these issues and providing a constructive format for discussion.

→ Instructors should allow time for summarizing and debriefing class discussion at the end of each discussion in order to emphasize the take-home lessons. This is, again, especially important for discussions that have touched on many diverse perspectives.

→ Instructors need to have more opportunities to share and learn about how to effectively lead discussions about diversity issues and how to incorporate multiple perspectives. This should include lessons in dealing with emotion in the classroom.

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**The Evans School has committed to expanding opportunities for our community to discuss and incorporate diversity into the experience here through the discussions on diversity, activities of the Partnership for Cultural Diversity, teaching workshops, and new case studies that incorporate diversity. We will measure our progress partly through changes over time in targeted questions on student evaluations and our annual student climate survey and more broadly through feedback from activities like the Discussion on Diversity Potlucks.**

## Appendix C: Case Studies funded by Ford Foundation Grant



UNIVERSITY of  
WASHINGTON  
Daniel J. Evans  
School of Public Affairs

**Promoting Public and Non-Profit Policies in Support of Diversity,  
Pluralism, and Identity**

***Teaching Case Studies Chosen for 2002***

***Bridge over the Duwamish: The role of governments, business, community, and the Muckleshoot Tribe in the public process***

David Harrison & Geneva Wortman  
Evans School of Public Affairs, University of Washington

This case focuses on the proposed construction by King County of a new bridge across the Duwamish River in the South Park area of Seattle. Readers must consider the various stakeholders and communities to be involved and represented throughout the decision making process. Specifically, it calls attention to the rights of the Muckleshoot Tribe, who have fishing rights on the river, and the needs of a small Latino community near the development site of the bridge.

***The Battle to Preserve Malay History in a Chinese City: The Case of Kampung Masjid Melayu***

Mary Kay Gugerty & Aishah Valencia  
Evans School of Public Affairs, University of Washington

Preservation of Kampung Masjid Melayu (Acheen Street Malay Mosque) in Georgetown, the second largest city in Malaysia, provides the backdrop for this case. At the fore are tensions between residents and developers that illustrate the diverse social issues that compound the situation. Readers must consider management and policy options in a culturally complex international environment in which religious, economic, ethnic, and political divisions complicate and constrain the options available to managers and policymakers.

***Alaskan Native Health Care***

Jeanette Bushnell  
Women Studies, University of Washington

This case introduces the efforts by University of Alaska Anchorage School of Nursing to improve Native Alaskan health care in an effort to increase access, availability and provision of culturally appropriate health services. Readers will be asked to reflect on existing inequalities in the American health care system and its effect on Native communities, as well as recognize how individuals, based on their ethnicity and other

backgrounds, can variably affect programs at every level, from planning and funding to implementation and outcomes.

***“Making Work Pay”: The Challenges of Offering Employment Services to a Culturally Diverse Community***

Marieka Klawitter & Tia Morita  
Evans School of Public Affairs, University of Washington

This case study explores the challenges of providing employment services at Rainier Vista, a public housing community in Seattle where the ethnic, linguistic, and national make-up of housing residents has made it especially problematic for administrators to successfully serve a clientele with varying and disparate needs. This case asks readers to consider the meaning of service delivery for a diverse community, and the need for cultural competency. Yet, this case also raises an important ethical debate of how far program administrators should go to provide culturally specific services and programs.

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***Teaching Case Studies Chosen for 2003-2004***

***Understanding the Reality of Rural Women in Paraguay***

Jen Cajella & Diana Flestchner  
Evans School of Public Affairs

This case explores the social and economic reality of the rural poor in rural Paraguay. Through a specially tailored dataset and skill-sets suited for quantitative analysis courses, students will learn to apply statistical concepts to the analysis of gender-differentiated access to resources in a rural developing country. Further discussions on gender empowerment, quality of life issues and household decision-making are emphasized.

***Casa Amiga: Addressing Violence Against Women on the US-Mexico Border***

Marissa Chavez & Mary Kay Gugerty  
Evans School of Public Affairs

This case study focuses on a nonprofit organization’s struggle to address a growing trend of violence against women along the United States – Mexico border. The intersection of gender, class and ethnicity is essential to understanding how to produce effective services in a culturally complex environment in which economic, ethnic, national and political divisions complicate and constrain the options available to managers. The case also asks readers to critically analyze the responsibilities, both political and ethical, that distinct metropolitan areas share because of their international relationship

***Counting and Measuring Workforce Equity in Canada***

Kim England  
Department of Geography & Canadian Studies

Canada's federal Employment Equity Act addresses systemic employment discrimination faced by four 'designated groups': women, persons with disabilities, visible minorities and aboriginal peoples. Organizations covered by the Act conduct an annual audit, which includes a statistical 'workforce survey' of their employees, and an 'employment systems review' of their human resources policies and practices. Readers will explore how specific ideas about workplace equity get worked out on the ground, and use the workforce survey data to assess the success of those ideas in quantitative analysis courses.

### ***A Partnership in Troubled Waters***

Heather D'Agnes & Mary Kay Gugerty  
Evans School of Public Affairs

The case centers on the Andres Soriano Foundation (ASF), an indigenous NGO in the Philippines that focuses on social and environmental issues. For the past two years, ASF has worked in the remote island of Cuyo under subcontract with an international NGO, PATH Foundation Philippines. With the contract now coming to an end, the Executive Director and protagonist of this case, surveys ASF's accomplishments over the past two years, the investment they have made into program and staff development, and the astonishing need for environmental protection on the island. Readers must consider whether to extend the contract with PATH and how to structure its terms. Woven throughout the case is a management approach that emphasizes the importance of understanding and contending with diversity in organizational culture and philosophy, staff experience and qualifications.

### ***Undoing Institutional Racism: Managing Organizational Change at the Fremont Public Association***

Glenn Puckett & Pat Dobel  
Evans School of Public Affairs

The Fremont Public Association (FPA) is working to undo racism by identifying and addressing institutional practices and policies that are barriers to the full participation of people of color in our society. The FPA is working to address racism within the organization as well as in the broader community. It is one thing to claim allegiance to a statement of principles, and quite another to consistently reflect those stated values in the culture, internal operations, and services provided over time. This case study proposes to examine the multi-dimensional challenge currently confronting this large, non-profit human service provider as it implements its anti-racism initiative.

### ***Tribal-Non-tribal Conflict in Principle and Practice: Struggle over the Muckleshoot Amphitheater***

Erich Steinman & David Harrison  
Sociology & Evans School of Public Affairs

This case examines the conflict between the Muckleshoot tribe and a local citizen advocacy group seeking to impact a tribal economic development project. The case will explore deep, ongoing and increasing tensions within American governance that are generated by the fact that tribes remain anomalous in U.S. federalism, and tribal rights are often ambiguous. The case asks readers to consider the appropriate role of local public officials in addressing an inter-community conflict involving poorly understood rights premised not on minority status but on sovereign nationhood status and treaty rights. In the absence of clarifying federal policy closely and detailing the rights of tribal governments, public officials were required to assess the public interest and consequences of the project.